

# **RATIONALISED SCHEMES OF WORK**

## **CREATIVE ART AND SPORTS**

**GRADE 8**

**TERM 3**

**TEACHER'S NAME.....**

**TSC NUMBER.....**

**SCHOOL.....**

| We<br>ek | Le<br>sson | Strand      | Sub-strand              | Specific-Learning outcomes                                                                                                                                                                                                                                                                                                                                            | Learning Experience                                                                                                                                                                                                                                                                                                  | Key Inquiry<br>Question(S)                                     | Learning<br>Resources                                                                                                                 | Assessment<br>Methods                                 | Reflection |
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| 1        | 1          | Volley Ball | Single hand<br>dig pass | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) Using a digital device watch a video clip on volley ball.</li> <li>b) Observe when and how the players apply the single hand dig pass.</li> <li>c) Have fun looking at magazines, newspapers and journals on single hand dig.</li> </ul>                    | <p>In groups, learners are guided to using a digital device watch a video clip on volley ball.</p> <p>In groups, learners are guided to observe when and how the players apply the single hand dig pass.</p> <p>In groups, learners are guided to look at magazines, newspapers and journals on single hand dig.</p> | How does the volleyspass make the Volleyball game interesting? | <p>Curriculum Design; Creative Arts and Sports, Grade 8</p> <p>Pictures<br/>Photographs<br/>Digital devices<br/>Computing devices</p> | <p>Oral questions<br/>Oral Report<br/>Observation</p> |            |
|          | 2          | Volley Ball | Single hand<br>dig pass | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) Warm up through high knee, knee raisers, half squats and cool down activities.</li> <li>b) Demonstrate single hand dig pass with a partner who should receive it with a single handed dig pass.</li> <li>c) Appreciate feedback from the teacher</li> </ul> | <p>In groups, learners are guided to warm up through high knee, knee raisers, half squats and cool down activities.</p> <p>In groups, learners are guided to demonstrate single hand dig pass with a partner who should receive it with a single handed dig pass.</p>                                                | What is single hand dig pass?                                  | <p>Curriculum Design; Creative Arts and Sports, Grade 8</p> <p>Pictures<br/>Photographs<br/>Digital devices<br/>Computing devices</p> | <p>Oral questions<br/>Oral Report<br/>Observation</p> |            |

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|  | <b>3</b> | Volley Ball | Single hand dig pass | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) Come up with interesting drills that will help them practise single hand dig pass.</li> <li>b) Practice single hand return with a partner using right hand dig, left hand dig and alternate hands dig.</li> <li>c) Play sack volleyball game for enjoyment</li> </ul>                                                                        | <p>In small groups, learners to come up with interesting drills that will help them practise single hand dig pass.</p> <p>In groups, learners are guided to practice single hand return with a partner using right hand dig, left hand dig and alternate hands dig</p> <p>Learners to receive feedback from each other. (Make sure to maintain respect and integrity)</p>                                                                | How many hands should a player use to perform the single hand dig? | <p>Curriculum Design; Creative Arts and Sports, Grade 8</p> <p>Pictures<br/>Photographs<br/>Digital devices<br/>Computing devices</p> | <p>Oral questions<br/>Oral Report<br/>Observation</p> |  |
|  | <b>4</b> | Volley Ball | Over arm serve       | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) Use a digital device to watch a video clip using the link: <a href="https://www.youtube.com/watch?v=cMkbwpxErMc&amp;feature=emb_logo">https://www.youtube.com/watch?v=cMkbwpxErMc&amp;feature=emb_logo</a></li> <li>b) Observe the stance and players' movement towards the ball</li> <li>c) Enjoy looking at magazines, journals</li> </ul> | <p>In groups, learners to use a digital device to watch a video clip using the link: <a href="https://www.youtube.com/watch?v=cMkbwpxErMc&amp;feature=emb_logo">https://www.youtube.com/watch?v=cMkbwpxErMc&amp;feature=emb_logo</a> or read magazines, journals, newspaper cut outs and look at photographs and posters on over arm serve.</p> <p>In groups, learners to observe the stance and players' movement towards the ball.</p> | What is over arm serve?                                            | <p>Curriculum Design; Creative Arts and Sports, Grade 8</p> <p>Pictures<br/>Photographs<br/>Digital devices<br/>Computing devices</p> | <p>Oral questions<br/>Oral Report<br/>Observation</p> |  |

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|   |   |             |                | and newspapers on over arm serve                                                                                                                                                                                                                                                                                         | In groups, learners to explain the meaning of over arm serve.                                                                                                                                                                                                                                                                                                                                                     |                                                                       |                                                                                                                                       |                                                       |  |
|   | 5 | Volley Ball | Over arm serve | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) Perform warm up and cool down activities</li> <li>b) Demonstrate the steps to follow when performing an over arm serve</li> <li>c) Appreciate feedback from the teacher</li> </ul>                             | <p>In groups, learners are guided to perform warm up activity <i>such as, swing arms clockwise for 30 seconds start slowly as you increase pace.</i></p> <p>In groups, learners are guided to perform cool down activity <i>such as, walk at a moderate sped swinging their hand up and down.</i></p> <p>In groups, learners are guided to demonstrate the steps to follow when performing an over arm serve.</p> | How many steps should you follow when performing an over arm serve?   | <p>Curriculum Design; Creative Arts and Sports, Grade 8</p> <p>Pictures<br/>Photographs<br/>Digital devices<br/>Computing devices</p> | <p>Oral questions<br/>Oral Report<br/>Observation</p> |  |
| 2 | 1 | Volley Ball | Over arm serve | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) State the safety measures to observe when performing over arm serve.</li> <li>b) Practice the single hand dig pass using serving relay in teams.</li> <li>c) Appraise others' efforts when applying</li> </ul> | <p>As a class, learners to state the safety measures to observe when performing over arm serve.</p> <p>In groups, learners are guided to practice the single hand dig pass using serving relay in teams and recognize and appreciate the first team to finish</p>                                                                                                                                                 | What are the safety measures to apply when performing over arm serve? | <p>Curriculum Design; Creative Arts and Sports, Grade 8</p> <p>Pictures<br/>Photographs<br/>Digital devices<br/>Computing devices</p> | <p>Oral questions<br/>Oral Report<br/>Observation</p> |  |

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|  |   |                         |                                        | serving and volleying skills in Volleyball.                                                                                                                                                                                                                                                                           | In groups, learners are guided to practice the single hand dig pass using serving relay in teams.                                                                                                                                                                                                                |                                                                 |                                                                                                                                              |                                                       |  |
|  | 2 | Volley Ball             | Minor games and basic rules            | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) Practise volleying in Volleyball.</li> <li>b) Apply skills learnt in a mini Volleyball game while giving eachother feedback.</li> <li>c) Enjoy playing different games involving volleyball.</li> </ul>     | <p>In groups, learners are guided to practise volleying in Volleyball.</p> <p>In groups, learners are guided to collaboratively, play a mini Volleyball game while observing safety.</p> <p>In groups, learners are guided to apply skills learnt in a mini Volleyball game while giving eachother feedback.</p> | What have you learnt about volleyball?                          | <p>Curriculum Design; Creative Arts and Sports, Grade 8</p> <p>Pictures<br/>Photographs<br/>Digital devices<br/>Computing devices</p>        | <p>Oral questions<br/>Oral Report<br/>Observation</p> |  |
|  | 3 | Creating and Performing | Elements of a cultural creative dance. | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) Explain the meaning of culture.</li> <li>b) Study the picture in learner's book 8 and answer the questions that follows.</li> <li>c) Have a desire to learn more about cultural creative dances.</li> </ul> | <p>In pairs, learners are guided to explain the meaning of culture.</p> <p>In pairs, learners are guided to Study the picture in learner's book 8 page 34 and answer the questions that follows.</p>                                                                                                             | <p>What is culture?</p> <p>What is cultural creative dance?</p> | <p>Spotlight; Performing Arts Learner's Book Grade 8 pg. 34-35</p> <p>Pictures<br/>Photographs<br/>Digital devices<br/>Computing devices</p> | <p>Oral questions<br/>Oral Report<br/>Observation</p> |  |

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|  |   |                         |                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | In pairs, learners are guided to discuss the elements of a cultural creative dance.                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                             |                                                                                                                                              |                                                       |  |
|  | 4 | Creating and Performing | Developing plot for a cultural creative dance                    | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) Brainstorm and list five issues affecting their community that can be addressed through a cultural creative dance.</li> <li>b) Watch a cultural creative dance using the link: <a href="https://tinyurl.com/cyba7ms5">https://tinyurl.com/cyba7ms5</a></li> <li>c) Appreciate the importance of developing plot for a cultural creative dance.</li> </ul> | <p>In small groups, learners are guided to brainstorm and list five issues affecting their community that can be addressed through a cultural creative dance.</p> <p>In small groups, learners are guided to Watch a cultural creative dance using the link: <a href="https://tinyurl.com/cyba7ms5">https://tinyurl.com/cyba7ms5</a></p> <p>In small groups, learners are guided to develop a plot for a cultural creative dance that will address the issue. Come up with events that will form the beginning, conflict, rising action climax resolution.</p> | How are the events in a cultural creative dance presented?                  | <p>Spotlight; Performing Arts Learner's Book Grade 8 pg. 35-37</p> <p>Pictures<br/>Photographs<br/>Digital devices<br/>Computing devices</p> | <p>Oral questions<br/>Oral Report<br/>Observation</p> |  |
|  | 5 | Creating and Performing | The role of songs and instruments in the cultural creative dance | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) Name the musical instruments that are used in the cultural creative dances of their community.</li> <li>b) Explain the role played by musical</li> </ul>                                                                                                                                                                                                  | <p>Learners are guided to name the musical instruments that are used in the cultural creative dances of their community.</p> <p>As a class, learners are guided to sing the folk song in learner's book 8 page 38</p>                                                                                                                                                                                                                                                                                                                                          | How are the songs and musical instruments used in cultural creative dances? | <p>Spotlight; Performing Arts Learner's Book Grade 8 pg. 37-39</p> <p>Pictures<br/>Photographs<br/>Digital devices</p>                       | <p>Oral questions<br/>Oral Report<br/>Observation</p> |  |

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|   |   |                         |                                                         | <p>instruments in a cultural creative dances.</p> <p>c) Appreciate the role of songs and instruments in the cultural creative dance.</p>                                                                                                                                                                                                                                                                                                   | <p>Learners to research and explain in groups the role played by musical instruments in a cultural creative dances.</p>                                                                                                                                                                                                                                                                                                                                                                                |                                              | Computing devices                                                                                                                                        |                                                       |  |
| 3 | 1 | Creating and Performing | Making simple dance movements to varied cultural idioms | <p>By the end of the lesson, the learner should be able to:</p> <p>a) Develop a simple plot for a cultural creative dance that will aid in addressing any issue affecting their community.</p> <p>b) Creatively improvise dance movements that can be used to demonstrate different actions <i>such as, farming, selling, winnowing, milking and digging.</i></p> <p>c) Enjoy making simple dance movements to varied cultural idioms.</p> | <p>In pairs, learners are guided to develop a simple plot for a cultural creative dance that will aid in addressing any issue affecting their community.</p> <p>In pairs, learners are guided to creatively improvise dance movements that can be used to demonstrate different actions <i>such as, farming, selling, winnowing, milking and digging.</i></p> <p>In pairs, learners are guided to demonstrate the dance steps and movements in synchronized, unified and well –coordinated manner.</p> | Which skills would you demonstrate?          | <p>Spotlight;<br/>Performing Arts<br/>Learner’s Book<br/>Grade 8 pg. 39-40</p> <p>Pictures<br/>Photographs<br/>Digital devices<br/>Computing devices</p> | <p>Oral questions<br/>Oral Report<br/>Observation</p> |  |
|   | 2 | Creating and Performing | Functions of cultural creative                          | By the end of the lesson, the learner should be able to:                                                                                                                                                                                                                                                                                                                                                                                   | With the help of your teacher, learners to watch cultural creative dances from the                                                                                                                                                                                                                                                                                                                                                                                                                     | How does cultural creative dance benefit the | Spotlight;<br>Performing Arts<br>Learner’s Book                                                                                                          | <p>Oral questions<br/>Oral Report<br/>Observation</p> |  |

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|  |   |                         | dances in the society                              | <ul style="list-style-type: none"> <li>a) Watch cultural creative dances from the Kenya National Drama and Film Festivals.</li> <li>b) List down the functions of cultural creative dance in the society.</li> <li>c) Appreciate the functions of cultural creative dances in the society.</li> </ul>                                                                                            | <p>Kenya National Drama and Film Festivals.</p> <p>With the help of your teacher, learners to try and figure out the story conveyed in the dances by paying attention to the dramatization.</p> <p>With the help of your teacher, learners to List down the functions of cultural creative dance in the society.</p>                             | community from which it is derived or originates?                          | <p>Grade 8 pg. 41-42</p> <p>Pictures<br/>Photographs<br/>Digital devices<br/>Computing devices</p>                                                       |                                                       |  |
|  | 3 | Creating and Performing | Creating a storyline for a cultural creative dance | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) Outline the steps to follow to create a storyline for a cultural creative dance.</li> <li>b) Choose songs to develop the theme of the storyline in a cultural creative dance.</li> <li>c) Appreciate the importance of a theme in a storyline in a cultural creative dance.</li> </ul> | <p>In groups, the learners are guided to outline the steps to follow to create a storyline for a cultural creative dance.</p> <p>In groups, the learners are guided to choose songs to develop the theme of the storyline in a cultural creative dance.</p> <p>In groups, the learners are guided to practise singing the songs they choose.</p> | What criteria would you use to choose songs for a cultural creative dance? | <p>Spotlight;<br/>Performing Arts<br/>Learner's Book<br/>Grade 8 pg. 71-73</p> <p>Pictures<br/>Photographs<br/>Digital devices<br/>Computing devices</p> | <p>Oral questions<br/>Oral Report<br/>Observation</p> |  |

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| 4 | Creating and Performing | Creating dance steps, formations and patterns for the cultural creative dance | <p>By the end of the lesson, the learner should be able to:</p> <ol style="list-style-type: none"> <li>Watch the short link provided to see how some simple dance moves are made.<br/><a href="https://timyurl.com/ykvyy78">https://timyurl.com/ykvyy78</a></li> <li>Create their own relevant and appropriate dance steps, patterns and formations.</li> <li>Have fun and enjoy creating dance steps, formations and patterns for the cultural creative dance.</li> </ol> | <p>In groups, learners are guided to watch the short link provided to see how some simple dance moves are made.<br/><a href="https://timyurl.com/ykvyy78">https://timyurl.com/ykvyy78</a></p> <p>In groups, learners are guided to create their own relevant and appropriate dance steps, patterns and formations.</p> <p>In groups, learners are guided to practise and rehearse the dance steps.</p> | How do music, body and space help in creating formations and patterns to develop the storyline in the cultural creative dance? | <p>Spotlight;<br/>Performing Arts<br/>Learner's Book<br/>Grade 8 pg. 73-75</p> <p>Pictures<br/>Photographs<br/>Digital devices<br/>Computing devices</p> | <p>Oral questions<br/>Oral Report<br/>Observation</p> |  |
| 5 | Creating and Performing | Making costumes, make-up, ornaments and props                                 | <p>By the end of the lesson, the learner should be able to:</p> <ol style="list-style-type: none"> <li>Identify the characters that one would use for the storyline for a cultural creative dance.</li> <li>Source for costumes, make-ups, ornaments and props.</li> <li>Appreciate the importance of making</li> </ol>                                                                                                                                                    | <p>In groups, learners are guided to identify the characters that one would use for the storyline for a cultural creative dance.</p> <p>In groups, learners are guided to discuss the costumes, ornaments, props and make-up that would portray the character and mood of the cultural creative dance for the storyline.</p>                                                                           | What would you consider whole making or selecting costumes, make-up ornaments or props to use in a cultural creative dance?    | <p>Spotlight;<br/>Performing Arts<br/>Learner's Book<br/>Grade 8 pg. 75-76</p> <p>Pictures<br/>Photographs<br/>Digital devices<br/>Computing devices</p> | <p>Oral questions<br/>Oral Report<br/>Observation</p> |  |

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|   |   |                         |                                                        | costumes, make-up, ornaments and props.                                                                                                                                                                                                                                                                                                                      | In groups, learners are guided to source for costumes, make-ups, ornaments and props.                                                                                                                                                                                                                                                                                  |                                                                                                                                               |                                                                                                                                                            |                                                       |  |
| 4 | 1 | Creating and Performing | Writing a script for the cultural creative performance | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) Identify the components of a cultural creative dance script.</li> <li>b) Write a script for the cultural creative performance.</li> <li>c) Appreciate different types of folk dances.</li> </ul>                                                   | <p>Learners are guided to identify the components of a cultural creative dance script.</p> <p>Learners are guided to write a script for the cultural creative performance.</p> <p>Learners are guided to state the importance of including action, characters, patterns and formations while writing a script for a cultural creative dance.</p>                       | What are the components of a cultural creative dance script?                                                                                  | <p>Spotlight;<br/>Performing Arts<br/>Learner's Book<br/>Grade 8 pg. 76-79</p> <p>Pictures<br/>Photographs<br/>Digital devices<br/>Computing devices</p>   | <p>Oral questions<br/>Oral Report<br/>Observation</p> |  |
|   | 2 | Creating and Performing | Ideas and themes in a cultural creative dance          | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) Identify the ideas or milestone of the cultural creative dance. Describe how they are organised and expressed by the performers.</li> <li>b) Choose a theme for a cultural dance and explain ways in which they can interpret the theme</li> </ul> | <p>In groups, learners are guided to identify the ideas or milestone of the cultural creative dance. Describe how they are organised and expressed by the performers.</p> <p>In groups, learners are guided to choose a theme for a cultural dance and explain ways in which they can interpret the theme and ideas in a performance of a cultural creative dance.</p> | <p>Which ideas and themes can be addressed using a cultural creative dance?</p> <p>How do we organise ideas in a cultural creative dance?</p> | <p>Spotlight;<br/>Performing Arts<br/>Learner's Book<br/>Grade 8 pg. 132-134</p> <p>Pictures<br/>Photographs<br/>Digital devices<br/>Computing devices</p> | <p>Oral questions<br/>Oral Report<br/>Observation</p> |  |

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|  |          |                         |                                                   | <p>and ideas in a performance of a cultural creative dance.</p> <p>c) Appreciate the ideas and themes in a cultural creative dance.</p>                                                                                                                                                                                                   | In groups, learners are guided to sing songs to communicate messages in a cultural creative dance story.                                                                                                                                                                                                                                                                                                 |                                                                                    |                                                                                                                                                            |                                                       |  |
|  | <b>3</b> | Creating and Performing | Playing musical instruments to enrich performance | <p>By the end of the lesson, the learner should be able to:</p> <p>a) State the role of musical instruments in a cultural creative dance.</p> <p>b) Demonstrate how they can dance to simple music beats with smooth transitions responding to tempo.</p> <p>c) Have fun and enjoy playing musical instruments to enrich performance.</p> | <p>In groups, learners are guided to state the role of musical instruments in a cultural creative dance.</p> <p>In groups, learners are guided to observe and discuss how the dance formations help to convey the message in the cultural creative dance.</p> <p>In groups, learners are guided to demonstrate how they can dance to simple music beats with smooth transitions responding to tempo.</p> | How do musical instruments contribute to the message of a cultural creative dance? | <p>Spotlight;<br/>Performing Arts<br/>Learner's Book<br/>Grade 8 pg. 134-137</p> <p>Pictures<br/>Photographs<br/>Digital devices<br/>Computing devices</p> | <p>Oral questions<br/>Oral Report<br/>Observation</p> |  |
|  | <b>4</b> | Creating and Performing | Kenyan Folk Dance                                 | <p>By the end of the lesson, the learner should be able to:</p> <p>a) Identify what makes a good folk dance performance.</p> <p>b) Perform a folk</p>                                                                                                                                                                                     | <p>As a class, learners are guided to identify what makes a good folk dance performance.</p> <p>As a class, learners are guided to perform a folk dance from a Kenyan community.</p>                                                                                                                                                                                                                     | How do folk dances represent Kenyan culture?                                       |                                                                                                                                                            | <p>Oral questions<br/>Oral Report<br/>Observation</p> |  |

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|   |   |                        |                                     | <p>dance from a Kenyan community.</p> <p>c) Appreciate different cultures through performing folk dances from diverse Kenyan communities and casted masks.</p>                                                                                                               | As a class, learners are guided to give feedback on own and others' make-up and dance techniques                                                                                                                                                                                                                      | What makes a good folk dance performance?                                                                                                                                        |                                                                                                                                       |                                                             |  |
|   | 5 | Indigenous Kenya craft | Basketry; Coil and stitch technique | <p>By the end of the lesson, the learner should be able to:</p> <p>a) Identify coil and stitch technique.</p> <p>b) Classify the materials used in coil and stitch technique into natural and man-made.</p> <p>c) Appreciate coil and stitch technique used in basketry.</p> | <p>In groups, learners are guided to identify coil and stitch technique.</p> <p>In groups, learners are guided to classify the materials used in coil and stitch technique into natural and man-made.</p> <p>In groups, learners are guided to use digital devices to watch a video on samples of basketry items.</p> | <p>What other man-made and natural materials can be used in basketry?</p> <p>What man-made and natural materials in your locality can be used for coil and stitch technique?</p> | <p>Curriculum Design; Creative Arts and Sports, Grade 8</p> <p>Pictures<br/>Photographs<br/>Digital devices<br/>Computing devices</p> | <p>Oral questions</p> <p>Oral Report</p> <p>Observation</p> |  |
| 5 | 1 | Indigenous Kenya craft | Types of coils                      | <p>By the end of the lesson, the learner should be able to:</p> <p>a) Identify types of coil used in coil and stitch technique.</p> <p>b) Arrange the items collected in terms of</p>                                                                                        | <p>In groups, learners are guided to identify types of coil used in coil and stitch technique.</p> <p>In groups, learners are guided to state the importance of</p>                                                                                                                                                   | <p>What types of coils are used in coil and stitch technique?</p>                                                                                                                | <p>Curriculum Design; Creative Arts and Sports, Grade 8</p> <p>Pictures<br/>Photographs</p>                                           | <p>Oral questions</p> <p>Oral Report</p> <p>Observation</p> |  |

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|  |   |                        |                                                                                        | <p>uniformity of coils in a decreasing order.</p> <p>c) Appreciate the importance of maintaining the uniformity of coils.</p>                                                                                                                                                                          | <p>maintaining uniformity of coils.</p> <p>In pairs, learners are guided to arrange the items collected in terms of uniformity of coils in a decreasing order.</p>                                                                                                                                            | How to maintain uniformity of coils?                                         | Digital devices<br>Computing devices                                                                                                  |                                                             |  |
|  | 2 | Indigenous Kenya craft | Selecting and collecting materials for coil and stitch technique                       | <p>By the end of the lesson, the learner should be able to:</p> <p>a) Explain the meaning of good craftsmanship.</p> <p>b) Select and collect materials for coil and stitch technique.</p> <p>c) Appreciate the importance of selecting materials that have characteristics that suit its purpose.</p> | <p>In groups, learners are guided to define the meaning of good craftsmanship.</p> <p>In groups, learners are guided to identify the characteristics for selecting materials for making a floor mat.</p> <p>In groups, learners are guided to select and collect materials for coil and stitch technique.</p> | What do you consider when selecting materials for coil and stitch technique? | <p>Curriculum Design; Creative Arts and Sports, Grade 8</p> <p>Pictures<br/>Photographs<br/>Digital devices<br/>Computing devices</p> | <p>Oral questions</p> <p>Oral Report</p> <p>Observation</p> |  |
|  | 3 | Indigenous Kenya craft | Preparation of materials used in coil and stitch technique basketry; Natural materials | <p>By the end of the lesson, the learner should be able to:</p> <p>a) Identify natural materials used in coil and stitch technique.</p> <p>b) Prepare natural materials used in coil and stitch technique.</p>                                                                                         | <p>In groups, learners are guided to identify natural materials used in coil and stitch technique.</p> <p>In groups, learners are guided to identify the method of preparation of natural materials used in coil and stitch technique.</p>                                                                    | How to prepare natural materials used in coil and stitch technique?          | <p>Curriculum Design; Creative Arts and Sports, Grade 8</p> <p>Pictures<br/>Photographs<br/>Digital devices<br/>Computing devices</p> | <p>Oral questions</p> <p>Oral Report</p> <p>Observation</p> |  |

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|  |   |                        |                                                                                         | c) Appreciate the method of preparing natural materials used in coil and stitch technique.                                                                                                                                                                                                                          | In groups, learners are guided to prepare natural materials used in coil and stitch technique.                                                                                                                                                                                                                                                                                                                                            |                                                                      |                                                                                                                           |                                                             |  |
|  | 4 | Indigenous Kenya craft | Preparation of materials used in coil and stitch technique basketry; Man-made materials | <p>By the end of the lesson, the learner should be able to:</p> <p>a) Identify man-made materials used in coil and stitch technique.</p> <p>b) Prepare man-made materials used in coil and stitch technique.</p> <p>c) Appreciate the method of preparing man-made materials used in coil and stitch technique.</p> | <p>In groups, learners are guided to identify man-made materials used in coil and stitch technique.</p> <p>In groups, learners are guided to identify the method of preparation of man-made materials used in coil and stitch technique.</p> <p>In groups, learners are guided to prepare the materials selected depending on their type and the design of the floor may he/she is making by dyeing, tearing then plating or rolling.</p> | How to prepare man-made materials used in coil and stitch technique? | <p>Curriculum Design; Creative Arts and Sports, Grade 8</p> <p>Pictures Photographs Digital devices Computing devices</p> | <p>Oral questions</p> <p>Oral Report</p> <p>Observation</p> |  |
|  | 5 | Swimming               | Inverted breaststroke                                                                   | <p>By the end of the lesson, the learner should be able to:</p> <p>a) Use digital devices to watch video clips on inverted breaststroke and observe the body position.</p>                                                                                                                                          | <p>In groups, learners are guided to use digital devices to watch video clips on inverted breaststroke and observe the body position.</p> <p>In groups, learners are guided to practise warm up activities</p>                                                                                                                                                                                                                            | Which swimming strokes are performed in an inverted position?        | <p>Curriculum Design; Creative Arts and Sports, Grade 8</p> <p>Pictures Photographs Digital devices</p>                   | <p>Oral questions</p> <p>Oral Report</p> <p>Observation</p> |  |

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|   |   |          |                       | b) Practise warm up activities such as, squats, knee to chest pose and toes touch.<br>c) Appreciate the safety instructions to observe when swimming.                                                                                                                    | such as, squats, knee to chest pose and toes touch.                                                                                                                                                                                     |                                                                                   | Computing devices                                                                                                           |                                              |  |
| 6 | 1 | Swimming | Inverted breaststroke | By the end of the lesson, the learner should be able to:<br><br>a) Identify the sequence of the inverted breaststroke.<br>b) Demonstrate the inverted breaststroke action outside the swimming pool.<br>c) Appreciate the teacher's feedback.                            | In groups, learners are guided to identify the sequence of the inverted breaststroke; stroke, breathe, kick and glide.<br><br>In groups, learners are guided to demonstrate the inverted breaststroke action outside the swimming pool. | How do you perform the inverted breaststroke?                                     | Curriculum Design; Creative Arts and Sports, Grade 8<br><br>Pictures<br>Photographs<br>Digital devices<br>Computing devices | Oral questions<br>Oral Report<br>Observation |  |
|   | 2 | Swimming | Inverted breaststroke | By the end of the lesson, the learner should be able to:<br><br>a) Outline the drills used to perform inverted breaststroke.<br>b) Practise the inverted breaststroke using the drills on learner's book.<br>c) Have fun and enjoy participating in swimming activities. | In groups, learners are guided to outline the drills used to perform inverted breaststroke.<br><br>In groups, learners are guided to practise the inverted breaststroke using the drills on learner's book                              | What are the similarities between the breaststroke and the inverted breaststroke? | Curriculum Design; Creative Arts and Sports, Grade 8<br><br>Pictures<br>Photographs<br>Digital devices<br>Computing devices | Oral questions<br>Oral Report<br>Observation |  |

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|  | <b>3</b> | Swimming | Tuck dive from an elevated position. | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) Use digital devices to watch video clips on the tuck dive.</li> <li>b) Perform warm up activities and cool down activities such as, arm swing, touch your toes and soles of feet pose.</li> <li>c) Appreciate the importance of observing safety measures when performing the tuck dive.</li> </ul> | <p>In groups, learners are guided to use digital devices to watch video clips on the tuck dive.</p> <p>In groups, learners are guided to perform warm up activities and cool down activities such as, arm swing, touch your toes and soles of feet pose</p> | What is tuck dive?                                         | <p>Curriculum Design; Creative Arts and Sports, Grade 8</p> <p>Pictures<br/>Photographs<br/>Digital devices<br/>Computing devices</p> | <p>Oral questions<br/>Oral Report<br/>Observation</p> |  |
|  | <b>4</b> | Swimming | Tuck dive from an elevated position. | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) State the safety measures to observe during a tuck dive.</li> <li>b) Practice the tuck dive from the edge of the springboard with and without a hurdle approach.</li> <li>c) Have fun and enjoy tuck surface dive.</li> </ul>                                                                       | <p>In groups, learners are guided to state the safety measures to observe during a tuck dive.</p> <p>In groups, learners are guided to practice the tuck dive from the edge of the springboard with and without a hurdle approach</p>                       | What safety measures should be observe during a tuck dive? | <p>Curriculum Design; Creative Arts and Sports, Grade 8</p> <p>Pictures<br/>Photographs<br/>Digital devices<br/>Computing devices</p> | <p>Oral questions<br/>Oral Report<br/>Observation</p> |  |

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|   | 5 | Swimming                | Water treading                  | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) Explain the meaning of water treading.</li> <li>b) Watch a video from digital devices of people practicing water treading.</li> <li>c) Appreciate the importance of water treading.</li> </ul>                                                                                                  | <p>In groups, learners are guided to explain the meaning of water treading.</p> <p>In groups, learners are guided to watch a video from digital devices of people practicing water treading.</p> <p>In groups, learners are guided to write short points about the video.</p>                                                                                                | What is water treading?                  | <p>Curriculum Design; Creative Arts and Sports, Grade 8</p> <p>Pictures<br/>Photographs<br/>Digital devices<br/>Computing devices</p> | <p>Oral questions<br/>Oral Report<br/>Observation</p> |  |
| 7 | 1 | Swimming                | Water treading                  | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) State the safety measure to observe when water treading.</li> <li>b) Practise progression from watertreading to inverted breaststroke while observing.</li> <li>c) Acknowledge own and others' efforts while performing water treading and inverted breaststroke skills in swimming.</li> </ul> | <p>In groups, learners are guided to state the safety measure to observe when water treading.</p> <p>In groups, learners are guided to practise progression from watertreading to inverted breaststroke while observing.</p> <p>In groups, learners are guided to observe others as they apply the skills of water treading and inverted breaststroke and give feedback.</p> | Why is water treading skill important?   | <p>Curriculum Design; Creative Arts and Sports, Grade 8</p> <p>Pictures<br/>Photographs<br/>Digital devices<br/>Computing devices</p> | <p>Oral questions<br/>Oral Report<br/>Observation</p> |  |
|   | 2 | Creating and Performing | Kenyan indigenous games Tagging | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) Watch virtual or live performance of</li> </ul>                                                                                                                                                                                                                                                 | As a class, learners are guided to watch virtual or live performance of indigenous tagging games and identify types of games observed.                                                                                                                                                                                                                                       | How do indigenous tagging skills enhance | Curriculum Design; Creative Arts and Sports, Grade 8                                                                                  | <p>Oral questions<br/>Oral Report<br/>Observation</p> |  |

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|  |   |                         |                                 | indigenous tagging games and identify types of games observed.<br>b) Demonstrate skills in different indigenous tagging games while observing safety.<br>c) Appreciate the importance of indigenous tagging games.                                                                               | As a class, learners are guided to demonstrate skills in different indigenous tagging games while observing safety.<br><br>As a class, learners are guided to state the importance of indigenous tagging games.                                                                                              | physical fitness?                             | Pictures<br>Photographs<br>Digital devices<br>Computing devices                                                             |                                              |  |
|  | 3 | Creating and Performing | Kenyan indigenous games Tagging | By the end of the lesson, the learner should be able to:<br><br>a) Practise different indigenous tagging games while observing safety.<br>b) Perform indigenous tagging games using musical rhythm for coordination.<br>c) Appreciate the role played by indigenous tagging games for enjoyment. | In groups, learners to state the safety measures to observe when performing indigenous tagging games.<br><br>In groups, learners to practise different indigenous tagging games while observing safety.<br><br>In groups, learners to Perform indigenous tagging games using musical rhythm for coordination | Why is tagging considered an indigenous game? | Curriculum Design; Creative Arts and Sports, Grade 8<br><br>Pictures<br>Photographs<br>Digital devices<br>Computing devices | Oral questions<br>Oral Report<br>Observation |  |

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| 4 | Appreciation in Creative Arts and Sports | Analysis of Creative Arts and Sports. | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) Brainstorm to interpret criteria for evaluating different categories of Creative Arts and Sports.</li> <li>b) Examine the criteria for evaluating Creative Arts and Sports.</li> <li>c) Appreciate the importance of analysis of Creative Arts and Sports.</li> </ul>   | <p>In groups, learners are guided to brainstorm to interpret criteria for evaluating different categories of Creative Arts and Sports (netball, Kenyan folk dance, play and 3-D Arts)</p> <p>In groups, learners are guided to watch, listen to, read or observe selected Creative Arts and Sports performances for analysis.</p> <p>In groups, learners are guided to evaluate a 3D Visual art work.</p>   | Why is analysis an important skill in Creative Arts and Sports? | <p>Curriculum Design; Creative Arts and Sports, Grade 8</p> <p>Pictures<br/>Photographs<br/>Digital devices<br/>Computing devices</p> | <p>Oral questions<br/>Oral Report<br/>Observation</p> |  |
| 5 | Appreciation in Creative Arts and Sports | Analysis of Creative Arts and Sports  | <p>By the end of the lesson, the learner should be able to:</p> <ul style="list-style-type: none"> <li>a) Brainstorm the criteria to evaluate a verse performance.</li> <li>b) Analyse a verse performance</li> <li>c) Analyse a netball game in line with the sports values.</li> <li>d) Appreciate the role of analysis in adding value to Creative Arts and Sports.</li> </ul> | <p>In groups, learners are guided to analyse a folk dance from a Kenyan community.</p> <p>In groups, learners are guided to analyse a 3D artwork paying attention to: (- organisations of the work <i>balance, proportion, dominance</i>), - subject matter (what is happening - <i>topic</i>), - theme - what is the artist saying) Judgement: Evaluating the Artwork),</p> <p>In groups, learners are</p> | Why is analysis an important skill in Creative Arts and Sports? | <p>Curriculum Design; Creative Arts and Sports, Grade 8</p> <p>Pictures<br/>Photographs<br/>Digital devices<br/>Computing devices</p> | <p>Oral questions<br/>Oral Report<br/>Observation</p> |  |

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|     |                           |  |  |  | guided to evaluate the verse performance while considering elements such as theme, use of voice, body, space, props, and audience involvement. |  |  |  |  |
| 8-9 | REVISION/END OF YEAR EXAM |  |  |  |                                                                                                                                                |  |  |  |  |